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CHAS. L. SPRINGER, Editor and Publisher.

GOOD OF THE MAJORITY.

"The industrial classes make up the larger part of our population. Let us adjust our school system to the good of the majority. This is only democratic." The foregoing is a quotation from an article in the Oregon Countryman, an OAC paper. The article was written by a member of the '08 class, and the subject matter pertains to the value of industrial training in the primary and secondary schools. It is a theme much discussed in these later days, but for all that, the writer in the Oregon Coun-

tryman has not failed to invest it with new significance. The quotation embodies as a summary that writer's point of view.

As a concrete illustration covering the failure of present-day educational methods to serve the higher interests of the school community, we are favored with a glance at some Oregon school statistics that are food for reflection. We are shown that for the year 1905, "out of 77,390 boys of school age in the state, only 107 graduated from a 4 year course in the high schools, nineteen from a 3 year course, sixty-two from a 2 year course and four from a 1 year course, or a total of 192 from all the courses."

It is only fair to assume that a percentage of this large ungraduated balance retired from school ranks by necessity. As a matter of domestic economy it has been essential for a number of these to leave school and go to work. But that class is small in this state, and negligible, as it affects the total of boys who fall short in their educational course. The more pertinent and significant fact is that the boy himself does not maintain a real heart interest in the manifest aims of the education he receives. In his own way the boy regards the intellectual training of the school in the nature of an accomplishment that, aside from a few fundamentals, does not touch the activities in which he expects to engage as a man. The creative and constructive energies of the boy are neglected and lie dormant. The best part of the boy nature is never aroused, or

if so, by accident rather than design. The parent becomes as indifferent as the pupil; and both look forward to the earliest possible conclusion of the school period as the time when the period of real education in the matter of earning a livelihood will begin.

Industrial training generally adopted in schools will substitute interest for this indifference. With the dormant faculties of the boy sensitized and brought into play, his ambition to go further in an educational course will develop into action. That ambition will be seconded by parental appreciation of the new order, and common-school education will mean more to the people than it now means.

The boy mind is not an intellectual plant to be grown and trained according to formula. Within it there is individuality and inherent qualities of growth and development which are discovered and converted to active benefit only as the interest of the boy is aroused in the process of education.

Democracy in education is, therefore, truly involved in the broader view of teaching the greater number of boys according to their needs as men. As a matter of fact, in the present system we are given to consideration of the fads of the educator, rather than the future demands of those we educate. We idealize the classical and fanciful accomplishment and neglect the call of the working world. We forget that the boy's larger interest lies in his developing ability to

do something, and as that ability is encouraged the ambition to know something is strengthened. We do not employ the system that reaches the greater number of boys the most effectively.—Telegram.

O. A. C. Girl Wins Honors

Miss Mary Sutherland, an Oregon girl, graduated from the Teachers' college of Columbia university in the June class, completing a course which entitles her to a degree and bachelor's diploma. She was the only girl from Oregon in the class and the only one who finished the prescribed course in one year's time. Miss Sutherland is a graduate of Oregon Agricultural College and has been a teacher of domestic art in that institution. She will remain in New York this summer and will teach

domestic art in Miss Helen Gould's school for girls at Tarrytown, N. Y. On the large estate left her by her father Miss Gould has established this summer school for girls who come from all the countryside to attend. The instructors go from New York every morning and are met by coachmen from the Gould estate with equipages and are driven to the school.

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